Collaboration between librarians and classroom teachers has numerous benefits, for students, teachers, and administrators. It is imperative that the teacher librarian be aware of his or her own learning styles and interpersonal skills in order to foster effective collaborative relationships. School librarians are charged with working alongside all types of personalities on a campus. If they are to work successfully as teaching partners, they must establish an understanding of the staff, the students, and campus goals determined by the principal. Understanding the principal’s priorities and learning how the principal operates are two factors that can have a positive effect on collaborative efforts. Everyone in the school environment profits from collaboration, especially the students.

Students are a direct beneficiary of librarian and classroom teacher collaboration. By working and teaching together, students are able to receive more individualized attention (Kindergarten teacher). As evidenced in “Coteaching Strategies,” it also allows students to see teachers collaborate, communicate, and cooperate in the shared teaching experience, which are the skills we would like our students to have (Moreillon). We expect our students to be able to apply these skills with their peers; though they rarely get to see their teachers model it. In the collaborative experience, students get to see collaboration in action and have the opportunity to put it into practice within their group projects.

Furthermore, by connecting classroom learning to the library, students are able to delve deeper into concepts and topics being learned (Moreillon 8). Many children learn better if there is a meaningful connection between what they learn in the classroom and what they find out in the real world. Through collaborating with classroom teacher and working with all students, the teacher librarian is able to teach students how to find the answers to their questions, utilizing print and online resources (3rd grade teacher). If students know how to effectively find and access the information they seek and ethically use that information, then they are more likely to make positive contributions to the learning process. This, in turn, increases the likelihood of students acquiring the skills they need to become life-long learners and pursuers of knowledge.

School librarians should work to build collaborative relationships with classroom and specialist teachers for the good of the school community, as well as the primary goal of increasing student achievement. Classroom and specialist teachers are largely unaware of the benefits of collaborating with their school librarian. McGregor suggests ways the librarian can initiate these relationships (pg?) Once a collaborative partnership is established and carried out, teachers and librarians will notice the benefits. One such benefit is having a partner to plan projects with from start to finish. In Kelly’s, a high school student teacher, experience, she had the opportunity to work with a teacher librarian on developing the ideas for a project, creating rubrics and materials, and assessing student work. For many teachers, this is usually done in isolation. Partnering with the teacher-librarian lightens the load and allows each professional to utilize his or her strengths in the project process.

For specialist teachers, teacher-librarians can assist in creating research opportunities to complement the Art, Music, or P.E. instruction. Tracy, an elementary Art teacher, comments that collaboration “expanded instruction.” Diane, a high school Art teacher, remarks that the librarian “helps the teacher integrate research and writing processes across the curriculum.” With more demands being placed on classroom teachers and a seemingly shorter amount of time, working across the curriculum maximizes instructional time in the classroom and library.

Professional development is vital to teachers and librarians. Professional development is embedded in the collaborative relationship between these two parties (Moreillon 9). Pat, a 7th grade social studies teacher, was able to learn alongside her students through the collaboration experience with her school librarian. She adds “collaborating with teachers on student projects impacts student learning and also leads to teacher instruction about how to use the library effectively to teach across the curriculum.” According to the AASL, teacher librarians are responsible for being leaders on their campus (45). One way to demonstrate this is through “creating an environment that is conducive to active and participatory learning, resource-based learning, and collaboration with teaching staff” (45). Through collaboration, the teacher-librarian can provide positive learning experiences, create effective working relationships, and provide essential resources to promote academic achievement.

In this age of accountability, librarians are uniquely poised to have a global perspective of the entire school and curriculum objectives (Elementary Principal). With this wide view of intended learning outcomes, the librarian is able to integrate “common strands of thought along the curriculum” (8th grade language arts teacher). According to Paula, an elementary principal, “collaboration provides high quality partnerships to impact student learning, and the teacher librarian is one of the most important individuals in the school who can impact students’ achievement.” Principals are held accountable for the results of the entire school. They should be able to look to the librarian to see how he or she can assist classroom teachers in achieving goals. Johnson asserts that efforts by the school librarian to be proactive and reflective lead to the perception of the school librarian as being an indispensable asset to the educational process (pg.?).

**Works Cited**